

## Reading

**RL.2.1/RI.2.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RL.2.7:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RL.2.3:** Describe how characters in a story respond to major events and challenges.

**RI.2.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

## Writing

**W.2.2:** Write explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**W.2.5:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.

## Other Literacy Goals

**RF.2.3:** Know and apply grade-level phonics and word analysis skills in decoding words.

Distinguish long and short vowels when reading regularly spelled one-syllable words.

Know spelling-sound correspondences for additional common vowel teams.

**RF.2.4:** Read with sufficient accuracy and fluency to support comprehension.

Read grade-level text with purpose and understanding.

Read grade-level text orally with accuracy, appropriate rate, and expression.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**SL.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, one at a time about the topics and texts under discussion).

**SL.2.6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**L.2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use collective nouns (e.g., group).

b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

**L2.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names, and geographic names.

b. Use commas in greetings and closings of letters.

d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

**L.2.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Compare formal and informal uses of English.

**L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

d. Use knowledge of the meaning of individual words to predict the meaning of compound words.

Second Grade

Unit 1

Quarter 1

*Building Bridges*  
*with Unlikely Friends*

## Social Studies

### **Civics and Governance and Economics**

#### **2.C&G.2: Understand the roles and responsibilities of citizens.**

2.C&G.2.1: Exemplify characteristics of good citizenship through historical figures and everyday citizens.

2.C&G.2.2: Explain why it is important for citizens to participate in their community.

#### **2.E.1: Understand basic economic concepts.**

2.E.1.1: Give examples of ways in which businesses in the community meet the needs and wants of consumers.

2.E.1.2: Explain the roles and impact producers and consumers have on the economy.

2.E.1.3: Summarize the concept of supply and demand.

2.E.1.4: Explain why people and countries around the world trade for goods and services.

2.E.1.5: Explain how money is used for saving, spending, borrowing and giving.

2.E.1.6: Summarize the role of financial institutions relative to savings.

## Science—Matter/Solids & Liquids

#### **2.P.2: Understand properties of solids and liquids and the changes they undergo.**

2.P.2.1: Give examples of matter that change from a solid to a liquid and from a liquid to a solid by heating and cooling.

2.P.2.2: Compare the amount (volume and weight) of water in a container before and after freezing.

2.P.2.3: Compare what happens to water left in an open container over time as to water left in a closed container.

## Information and Technology Skills

2.IN.1.1: Categorize books by their genre characteristics.

2.SE.1.2: Explain why safe use of electronic resources is important.

2.SE.1.1: Use technology hardware and software responsibly.

## Healthful Living

2.MEH.1.1: Identify appropriate standards for behavior .

2.MEH.1.2: Summarize behaviors that help to avoid risks.

2.MEH.1.3: Explain the influence of peers, the media, and the family on feelings and emotions.

2.MEH.1.4: Explain the influence on self-concept on performance and vice versa.

2.MEH.1.5: Summarize the potential negative effects of stress on the body and mind.

2.ICR.1.1: Classify behaviors as helpful or hurtful to friendships.

2.ICR.1.2: Interpret the feelings of others and how to respond when angry or sad.

2.ICR.1.3: Explain why it is wrong to tease others.

2.ICR.1.4: Recognize bullying behaviors and what to do if someone is bullied.

2.ICR.1.5: Exemplify how to communicate with others with kindness and respect.

Second Grade

Unit 1

Quarter 1

Building Bridges  
with Unlikely Friends

### Reading

**RL.2.1/RI.2.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RL.2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song.

**RI.2.4:** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

**RI.2.5:** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

**RI.2.8:** Describe how reasons support specific points the author makes in a text.

**RI.2.10:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Writing

**W.2.1:** Write opinion pieces in which they introduce the topic of book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.

**W.2.5:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.

### Other Literacy Goals

**RF.2.3:** Know and apply grade-level phonics and word analysis skills in decoding words.

Distinguish long and short vowels when reading regularly spelled one-syllable words.

Know spelling-sound correspondences for additional common vowel teams.

Decode regularly spelled two-syllable words with long vowels.

**RF.2.4:** Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level text orally with accuracy, appropriate rate, and expression.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**SL.2.5:** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

**SL.2.6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Compare formal and informal uses of English.

L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Second Grade

Unit 2

Quarter 2

*Taking Care of Ourselves*

## Science—Sound

### **2.P.1: Understand the relationship between sound and vibrating objects.**

2.P.1.1: Illustrate how sound is produced by vibrating objects and columns of air.

2.P.1.2: Summarize the relationship between sound and objects of the body that vibrate – eardrum and vocal cords.

Second Grade

Unit 2

Quarter 2

*Taking Care of Ourselves*

## Healthful Living

2.PCH.1.1: Recall the benefits of good dental health.

2.PCH.1.2: Execute the proper techniques for brushing teeth.

2.PCH.2.1: Summarize reasons and strategies for preventing contact with body fluids.

2.PCH.2.2: Explain the dangers associated with excessive sun exposure (e.g., sun burn, damage to eyes, skin cancer) and methods for protecting oneself from these dangers.

2.NPA.1.1: Recognize the interrelationship of parts of MyPlate.

2.NPA.1.2: Plan meals that are chosen for energy and health.

2.NPA.1.3: Classify activities in terms of their appropriateness for a healthy lifestyle.

2.NPA.2.1: Summarize motivations for eating food, including hunger vs. satiety.

2.NPA.2.2: Explain the importance of a healthy breakfast and lunch.

2.NPA.3.1: Contrast a physically active and inactive lifestyle.

2.ATOD.1.1: Classify uses of medicine or drugs as appropriate and inappropriate.

2.ATOD.1.2: Summarize the health risks associated with inappropriate medicine and drug use.

2.ATOD.1.3: Use goal-setting strategies to prevent the misuse of medicines or household products.

## Information and Technology Skills

2.IN.1.2: Summarize appropriate reading strategies when reading for information.

### Reading

**RL.2.1/RI.2.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RL.2.2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**RL.2.6:** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**RL.2.9:** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**RI.2.7:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

### Other Literacy Goals

**RF.2.4:** Read with sufficient accuracy and fluency to support comprehension.

Read grade-level text with purpose and understanding.

Read grade-level text orally with accuracy, appropriate rate, and expression.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**SL.2.3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**SL.2.4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**SL.2.6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**L.2.1c:** Use reflexive pronouns (e.g., myself, ourselves).

**L.2.1d:** Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*).

**L.2.2c:** Use an apostrophe to form contractions and frequently occurring possessives.

Second Grade

Unit 3

Quarter 2

*Hand Me Down Tales  
from Around the World*

### Writing

**W.2.3:** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**W.2.6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Social Studies—Culture

**2.C.1:** Understand how various cultures influence communities.

**2.C.1.1:** Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.).

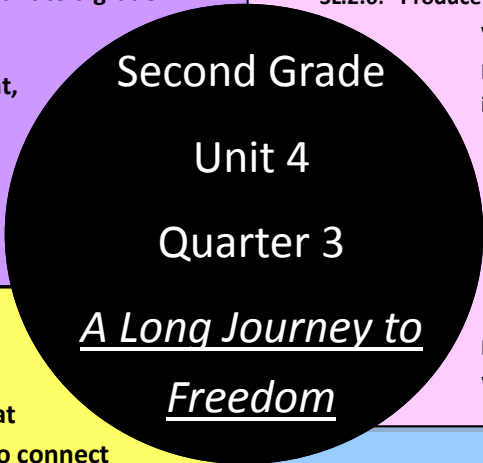
**2.C.1.2:** Recognize the key historical figures and events that are associated with various cultural traditions.

**2.C.1.3:** Exemplify respect and appropriate social skills needed for working with diverse groups.

### Information and Technology Skills

**2.TT.1.3:** Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).

<p style="text-align: center;"><u>Reading</u></p> <p><b>RL.2.1/RI.2.1:</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>RL.2.1:</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>RL.2.6:</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><b>RI.2.3:</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>RI.2.4:</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><b>RI.2.5:</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>RI.2.9:</b> Compare and contrast the most important points presented by two texts on the same topic.</p>	<p style="text-align: center;"><u>Other Literacy Goals</u></p> <p><b>RF.2.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>Know spelling-sound correspondences for additional common vowel teams.</p> <p>Decode regularly spelled two-syllable words with long vowels.</p> <p>Decode words with common prefixes and suffixes.</p> <p><b>RF.2.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>SL.2.6:</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>L.2.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p> <p><b>L.2.4a .</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L.2.4b.</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p><b>L.2.4c.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>
<p style="text-align: center;"><u>Writing</u></p> <p><b>W.2.1:</b> Write opinion pieces in which they introduce the topic of book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><b>W.2.3:</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>W.2.5:</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>W.2.6:</b> With guidance from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>W.2.7:</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p><b>W.2.8:</b> Recall information from experiences or gather information from provided sources to answer a question.</p>	<p style="text-align: center;"><u>Social Studies - History</u></p> <p><b>2.H.1:</b> Understand how various sources provide information about the past.</p> <p>2.H.1.1: Use timelines to show sequencing of events.</p> <p>2.H.1.2: Identify contributions of historical figures (community, state, nation and world) through various genres.</p> <p>2.H.1.3: Compare various interpretations of the same time period using evidence such as photographs and interviews.</p> <p style="text-align: center;"><u>Information and Technology Skills</u></p> <p>2.SI.1.1: Classify sources of information as relevant for particular topics or purposes.</p> <p>2.SI.1.2: Classify resources as current or not current.</p> <p>2.RP.1.1: Execute the steps of a simple research process (three to four steps).</p> <p>2.SE.1.3: Use simple citation rules for print and electronic resources.</p>





### Reading

**RL.2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song.

**RL.2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**RI.2.2:** Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text.

**RI.2.7:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**RL.2.10:** By the end of the year, read and comprehend literature and informational text, (including stories and poetry, history/social studies, science, and technical texts )in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Writing

**W.2.2:** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**W.2.5:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**W.2.6:** With guidance from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**W.2.7:** Participate in shared research and writing projects.

### Science—Weather

**2.E.1:** Understand patterns of weather and factors that affect weather.

**2.E.1.1:** Summarize how energy from the sun serves as a source of light that warms the land, air and water.

**2.E.1.2:** Summarize weather conditions using qualitative and quantitative measures to describe:

- Temperature    Wind direction    Wind speed    Precipitation

**2.E.1.3:** Compare weather patterns that occur over time and relate observable patterns to time of day and time of year.

**2.E.1.4:** Recognize the tools that scientists use for observing, recording, and predicting weather changes from day to day and during the seasons.

### Other Literacy Goals

**RF.2.3:** Know and apply grade-level phonics and word analysis skills in decoding words.

**e.** Identify words with inconsistent but common spelling-sound correspondences.

Recognize and read grade-appropriate irregularly spelled words.

**SL.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, one at a time about the topics and texts under discussion).

**b.** Build on others' talk in conversations by linking their comments to the remarks of others.

**c.** Ask for clarification and further explanation as needed about the topics and texts under discussion.

**SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**L.2.5:** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

### Information and Technology Skills

**2.SI.1.1:** Classify sources of information as relevant for particular topics or purposes.

**2.SI.1.2:** Classify resources as current or not current.

**2.TT.1.1:** Use a variety of technology tools to gather data and information (e.g., Web-based resources, e-books, online communication tools, etc.).

**2.TT.1.2:** Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).

Second Grade

Unit 5

Quarter 3

*A Season for Chapters*

### Reading

**RL.2.1/RI.2.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RL.2.2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**RL.2.9:** Compare and contrast two or more versions of the same story by different authors or from different cultures.

**RI.2.4:** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

**RI.2.5:** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

**RI.2.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**RL.2.10:/RI.2.10:** By the end of the year, read and comprehend literature and informational text, (including stories and poetry, history/social studies, science, and technical texts )in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high

### Writing

**W.2.2:** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**W.2.5:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.

### Other Literacy Goals

**RF.2.3:** Know and apply grade-level phonics and word analysis skills in decoding words.

Distinguish long and short vowels when reading regularly spelled one-syllable words.

Know spelling-sound correspondences for additional common vowel teams.

Decode regularly spelled two-syllable words with long vowels.

Decode words with common prefixes and suffixes.

Identify words with inconsistent but common spelling-sound correspondences.

Recognize and read grade-appropriate irregularly spelled words.

**RF.2.4:** Read with sufficient accuracy and fluency to support comprehension.

Read grade-level text with purpose and understanding.

Read grade-level text orally with accuracy, appropriate rate, and expression.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**SL.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**SL.2.6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**L.2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Use collective nouns (e.g., group)

Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

Use reflexive pronouns (e.g., myself, ourselves).

Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*).

Use adjectives and adverbs, and choose between them depending on what is to be modified.

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

Second Grade

Unit 6

Quarter 4

The Wild West



### Social Studies

**2.G.1: Use geographic representations, terms and technology to process information from a spatial perspective.**

2.G.1.1: Interpret maps of the school and community that contain symbols, legends and cardinal directions.

2.G.1.2: Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.).

**2.G.2: Understand the effects of humans interacting with their environment.**

2.G.2.1: Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs.

2.G.2.2: Explain how people positively and negatively affect the environment.

### Information and Technology Skills

**2.TT.1.3: Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).**

### Science—Life Cycles and Genetics

**2.L.1: Understand animal life cycles.**

2.L.1.1: Summarize the life cycle of animals:

- Birth
- Developing into an adult
- Reproducing
- Aging and death

2.L.1.2: Compare life cycles of different animals such as, but not limited to, mealworms, ladybugs, crickets, guppies or frogs.

**2.L.2: Remember that organisms differ from or are similar to their parents based on the characteristics of the organism.**

2.L.2.1: Identify ways in which many plants and animals closely resemble their parents in observed appearance and ways they are different.

2.L.2.2: Recognize that there is variation among individuals that are related.

Second Grade

Unit 6

Quarter 4

The Wild West